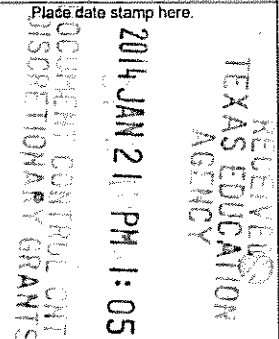


**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center;">  </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Connally Independent School District	Vendor ID #	Mailing address line 1 200 Cadet Way	
Mailing address line 2 200 Cadet Way	City Waco	State TX	ZIP Code 76705
County- District # Campus number and name 161921	ESC Region # 12	US Congressional District # 17	DUNS # 835607052

Primary Contact

First name David	M.I.	Last name Wimberly	Title Director of Federal/Special Programs
Telephone # 254-296-6463		Email address dwimberly@connally.org	FAX # 254-412-5530

Secondary Contact

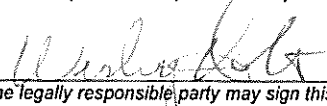
First name Sandra	M.I.	Last name Hancock	Title Director of Curriculum
Telephone # 254-296-6461		Email address shancock@connally.org	FAX # 254-412-5530


Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Wes	M.I.	Last name Holt	Title Interim Superintendent
Telephone # 254-296-6460		Email address wholt@connally.org	FAX # 254-412-5530
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.



701-14-101-002

Schedule #1—General Information (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Connally Independent School District (CISD) will implement a research-based school reform initiative intended to motivate, develop and retain high-quality teachers to increase student achievement. Two CISD Title 1 campuses, Connally Elementary School (CES-3-5th grade) and Connally Junior High School (CJHS-6th -8^h grades), are eager to improve student performance by fostering an open, supportive, and collaborative campus culture that will allow teachers to seek and attain growth within their field. The model for these two campuses will include recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention. Development of the budget: In the fall 2013, the Superintendent began soliciting feedback from stakeholders in the school district as well as the community regarding a School Improvement Plan. A District Leadership Team (DLT) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the EEIP grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. The budget committee, led by the Superintendent, developed a comprehensive budget that would provide adequate: 1) personnel salaries, stipends, incentives to teacher based on student achievement, and employee benefits; 2) training and support for teachers; 3) performance awards based on teacher evaluation, individual classroom achievement growth, and school-wide achievement; 4) implementation of a comprehensive teacher evaluation system; 5) travel for teachers to attend state and national leadership programs. Once this tentative budget was developed, it was presented to the entire District Leadership Team for input and approval. Demographics of two campuses - The campus demographics of CES and CJHS have specific demographics that relate to the defined goals and purposes of the grant – a need to transform educator quality and improved student academic performance. 82.6% of the CES students are Economically Disadvantaged while 77.4% of CJHS students are classified Economically Disadvantaged. At both campuses the African American and Hispanic students are the majority of students enrolled (61% at CES and 66.7% at CJHS). STAAR test results reveal that students at both of these campuses are below both the state averages in all core subject areas.

Chart 1:

Connally Elementary School STAAR Scores-Percent Meeting Mastery All Students 2012-13							
Subject	State	District	Campus	AA	Hisp	White	Econ Disadvantaged
All Subjects	77	66	59	48	58	69	55

Connally School STAAR Scores – Percent Meeting Mastery All Students/All Subjects 2012-13							
Subject	State	District	Campus	AA	Hisp	White	Econ Disadvantaged
All Subjects	77	66	62	52	59	73	57

The average years of experience for teachers at the two campuses is 8 years – lower than the state average. Teacher input through surveys and discussions indicate that teachers need "onsite" coaching and mentoring with an emphasis on content to improve their pedagogy and the way they can engage more students in learning (District survey). The average teacher salary on both campuses is slightly below the district average (AEIS report).

Needs assessment process - CISD believes that a comprehensive needs assessment is critical to the development of high-quality school programs. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2010). The CISD District and Campus Needs Assessments are done every three years, monitored throughout the school year, and updated annually at both the district and campus level through their Leadership Teams. The process is driven through the District Leadership Team that is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. The purpose of the Needs Assessment is to systematically review practices, processes, and systems within the school district and assist the DLT in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently will guide the development of meaningful district and campus planning each year and outlines benchmarks for evaluation. The management plan - Successful management of any program, especially a program that systematically transforms educator quality and effectiveness, requires clear and efficient planning, coordination, and communication structure for all involved. Procedures for making decisions, initiating training, addressing services, feedback, increasing

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resources, monitoring, eliminating barriers and ensuring sustainability will be established by the DLT. The DLT established an EEIP Team that developed an EEIP Management Plan to include planning, financial accountability, human resource management, continuously measuring performance, evaluation and reporting all progress to all stakeholders. The EEIP Team will include the Superintendent of Schools, the Principal at each EEIP campus, the EEIP Project Director, Master Teachers, Mentor Teachers, Instructional Coaches, and Career Teachers at each campus in the project. The oversight of the program will be managed and monitored by the Project Director (PD), who will be a district-level administrator. The PD will manage the day-to-day activities of the grant, be responsible for implementing the activities of the grant, develop a timeline of all grant activities with anticipated completion dates for each activity, develop strategies to keep all faculty and staff focused on the goals of the project, and organize the program components to ensure the program meets the needs of the students and teachers. The Principal will serve as the head of the EEIP Team and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations and evaluating teachers. The PD along with the Master Teachers, Mentors, and Coaches will work to ensure that all components are in place, gather feedback, and offer recommendations for improvements. The PD will coordinate and supervise activities of the Master Teachers and Mentors. Detailed roles and responsibilities will be developed to ensure that the project is successfully implemented. In an effort to solicit feedback on an ongoing basis, the PD will conduct meetings every month to analyze progress-monitoring data. The Master Teacher (2 full time positions), along with the principal, analyze student data and create and institute an academic plan for the campus. MTs lead cluster groups of teachers and demonstrate lessons, coaching and team teaching to career teachers. MTs partner with the principal in evaluating teachers with the developed rubric and conduct follow-up conferences with teachers. Mentor Teachers (8) lead cluster meetings and provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers as well as observe teachers. Mentor Teachers receive guidance from the MTs. Coaches will provide training and implementation of the academic curriculum. The DLT ensures that the EEIP Program will receive consistent, high-quality management due to the "buy in" and support for this initiative from the Superintendent of Schools and the DLT. Because CISD has struggled academically, the Superintendent recognizes that EEIP has the research-based components that have the potential to improve educator effectiveness in the district. The DLT is directly involved in the planning providing strong, supportive, and sustained leadership. This "hands-on" administrative involvement will foster the communication, interaction, and collaboration needed for a successful project. The superintendent and principals have been involved in numerous meetings focusing on this proposal, assisting in developing the vision and policy statements at the district and campus level and will meet again prior to the grant submission. A very tangible sign of the high level of commitment to and understanding of this project's goals is the level of local funding support committed by the superintendent. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments and feedback during the project. The evaluation design - will measure progress by applying systematic research methods to measure the implementation, fidelity, and outcomes of the EEIP. It will include formative and summative evaluation to assess the extent to which process measures, performance measures, and outcomes have been accomplished. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures and benchmarks, project timeline, and adjustments will be made as needed. Baseline data will be collected immediately upon award. Evaluation methods will include pre- and post-surveys of teachers and principals, observation rubrics of knowledge and practices of participating teachers, in addition to teacher self-reports, interviews, and surveys. CISD agrees to collect data and report annually during the life of the grant on the mandatory performance measures for both "required practices" of Induction and Mentoring, Evaluation, Professional Development and Collaboration and Strategic Compensation and Retention and "preferred practices" of Recruiting and Hiring and Career Pathways. All Statutory Requirements as well as TEA Requirements have been completely and accurately answered – The DLT has worked with the Superintendent to develop a local educator excellence plan that will bring about improved educator quality and effectiveness, teacher retention, improved quality, effectiveness and efficiency of district administration and improved student learning and student academic performance by meticulously analyzing and applying the Statutory and TEA requirements to the educator excellence plan. Ongoing commitment to the goals of this grant program – As previously stated above, the superintendent and the DLT have pledged their support and sustained leadership to the EEIP. CISD will employ every effort to sustain the EEIP through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the EEIP. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement. Using this data, CISD will work with the campuses to incorporate best practices as part of the district and campus Improvement Plans. As evidenced by CISD's commitment to implementing, sustaining, and expanding this project, CISD has committed 10% in Title 1 and School Improvement funds to support this plan.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 161921				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$569,170	17,500	\$586,670	\$569,170	17,500	\$586,670	
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,000	\$	\$31,000	\$31,000	\$	\$31,000	
Schedule #9	Supplies and Materials (6300)	6300	\$4,500	\$	4,500	4,500	\$	4,500	
Schedule #10	Other Operating Costs (6400)	6400	\$6,000	\$	6,000	6,000	\$	6,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$610,670	\$17,500	\$628,170	\$610,670	\$17,500	\$628,170	
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$610,670	\$17,500	\$628,170	\$	\$	\$	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$628,170			\$628,170			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$62,817			\$62,817			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 161921			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director		1	\$17,500	17,500
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Master Teacher(s)	2		\$117,000	117,000
16 Instructional Coaches	2		\$100,000	\$100,000
17 Title			\$	\$
18	Subtotal employee costs:		\$234,500	\$234,500
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay (20 days x 30 subs x \$70/day)			\$42,000	\$42,000
20 6119 Professional staff extra-duty pay			\$227,307	\$227,307
21 6121 Support staff extra-duty pay			\$	\$
22 6140 Employee benefits (25% for employees/9% for extra duty)			\$82,863	\$82,863
23 61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$352,170	\$352,170
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$586,670	\$586,670

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	TxBESS Training	<input type="checkbox"/>	\$2,000	\$2,000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$2,000

\$2,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Mentorship Training/Train Mentors/Mentees/consultant		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 2	\$9,000	\$9,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$500	\$500
	Contractor's other operating costs	\$500	\$500
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$10,000	\$10,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 161921		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service: Teacher Advancement Program/training/contract		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: To provide/certify staff to evaluate Career Teachers			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
2	Contractor's payroll costs # of positions: 4	\$17,000	\$17,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$2,000	\$1000
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$19000	\$19,000
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
3	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
4	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
5	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$2,000	\$2,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$29,000	\$29,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$31,000	\$31,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
	6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$4,500	\$4,500
Grand total:						\$4,500	\$4,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Supplies for teacher training; general supplies for Master Teachers & Mentors

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$6,000	\$6,000
Grand total:		\$6,000	\$6,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	374	33%	Attendance rate	96.2%
Hispanic	336	29.6%	Annual dropout rate (Gr 9-12)	NA
White	388	34.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	61.6%
Asian	3	.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7.8%
Economically disadvantaged	907	80%	Students taking the ACT and/or SAT	NA
Limited English proficient (LEP)	55	4.8%	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	38	3.3%	Average ACT score (number value, not a percentage)	Na

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3.4	5%	No degree	0	0%
Hispanic	1.6	2.4%	Bachelor's degree	61	85.9%
White	61.9	91.2%	Master's degree	10	14.1%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	23.2	34.2%	Avg. salary, 1-5 years exp.	\$37853.25	N/A
6-10 years exp.	17.9	26.4%	Avg. salary, 6-10 years exp.	\$41991.5	N/A
11-20 years exp.	14.7	21.6%	Avg. salary, 11-20 years exp.	\$46005.00	N/A
Over 20 years exp.	12	17.7%	Avg. salary, over 20 years exp.	\$53719.00	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					194	178	207	203	162	191					1135
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					194	178	207	203	162	191					1135

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					11	11	11	12	13	13					71
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					11	11	11	12	13	13					71

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders a District Leadership Team (DLT) is composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within CISD as well as examine and analyze the state of current student achievement, and set goals for student achievement. Although both campuses have met the standard on the TAPR, multiple sources of data have been examined to identify the priority needs of the campuses. The DLT is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

Process to identify and prioritize the needs of the campuses:

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of the campus' environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the superintendent, principal, assistant principal, counselor, teachers, parents and students (when age appropriate)
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- Direct classroom observation using the Rigor/Relevance Rubric
- Review of school data (PEIMS, AEIS, CIPs, lesson plans, etc.)
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Curriculum and instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs were assessed including teacher qualifications, the nature of professional development, planning time for teachers, financial incentives.
- The mentoring program was analyzed through questionnaires and conversations with first through third year teachers
- Family and community involvement was explored (communication with parents about student achievement, their involvement in decisions, supports provided to families, and/or business partnerships)

The DLT committee performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of skills, knowledge, and abilities of teachers and staff members as well as organizational goals, climate and internal and external constraints. By using multiple data sources to compare data, priority needs emerged. These priority needs will help the DLT make informed decisions that will ensure that all students meet challenging academic standards and meet district and campus goals.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed
- Causes for student performance problems were identified based on reoccurring trends
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the DLT committees were communicated to the entire DLT and the task of prioritizing the needs was done by the entire DLT over several months and numerous meetings.
- A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.
- Implementation according to the adopted timeline will begin at the campus and district level

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to strengthen the knowledge, skills and practices of teachers to improve student learning at CISD that according to the Texas Academic Performance Report.	The adopted framework for academic improvement will create <u>strategic career pathways</u> so that Master Teachers, Mentors, and instructional coaches will take on additional responsibilities at the campus level, become part of the campus administrative leadership team, and assist in transforming educator quality, effectiveness and efficiency to improve student learning and student academic performance for students enrolled in these Title I schools.
2.	There is a need to increase the quality of instruction and reduce the variability within that quality between teachers and between campuses in the district through ongoing, job-embedded professional development.	<u>Master and mentor teachers</u> will provide on-going, job-embedded professional development to teachers through weekly cluster meetings focused on specific student needs and research-based instructional strategies. Master and mentor teachers follow up with instructional support in the teacher's classroom on a routine basis. Mentors will be provided to all first-year teachers to guide and support them as they begin their teaching careers. The purpose of the Mentor Program will be to provide mentors and mentees support in order to facilitate professional growth.
3.	There is a need to systematically provide meaningful and constructive feedback to improve teacher performance and to generate formative and summative evaluation results to inform and guide professional development in a meaningful way.	CISD will utilize a comprehensive approach to teacher evaluation and teacher incentive pay that will depend upon multiple measures of both teaching practices and teaching outcomes. The evaluation system will provide differentiated feedback for teacher improvement and teachers will be observed in classroom instructional several times a year by multiple trained observers using rubrics for several dimensions of instructional quality.
4.	There is a need to distinguish between the differences in teaching performance among teachers in the district in order to address ineffective performance and recognize effective performance.	CISD will use a combination of weekly cluster group meetings in which teachers and the master and mentor teachers examine student data, engage in collaborative planning and learning instructional strategies that have been field-tested on their campus and have the opportunity to earn bonuses each year based on their observed skills, knowledge and responsibilities, their students' average growth in achievement, and the entire school school's average student growth.
5.	There is a need to recruit and hire new teachers from the ranks of high achieving recent college graduates, high performing educator preparation programs or with a proven record of success in improving student performance	CISD will provide teachers new to the district mentors to assist them in their transition to the school; a Master Teacher to provide embedded, ongoing professional development; Individual Growth Plans to assist teachers in accomplishing instructional goals that lead to increased student achievement; cluster meetings that provide training and coordination with grade level/subject area teachers; and a performance-based compensation system based on student and teacher growth.

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Schedule #14—Management Plan

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's Degree in Education; at least five years experience in an education; supervisory experience of medium to large teams; experience in fiscal/budget management, data reporting, and management information systems; and evaluation
2.	Master Teachers	Master's Degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations; demonstrated expertise in content, curriculum development, data analysis, mentoring and professional development, certified in teacher appraisal system
3.	Mentor Teachers	Bachelor's degree and Texas Teaching credentials; at least three years of teaching experience; classroom demonstration showing instructional excellence; student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional strategies
4.	Campus Principal	Texas Principal Certified; certified in teacher appraisal system; will serve as the head of the school leadership team; work collaboratively with the staff to create school assessment plan, evaluate teachers, identify needs in teacher professional development; communicate student progress, knowledgeable in instructional practices
5.	Consultant	Doctorate and Master level consultants; at least three years experience in working with teacher evaluation models, teacher and administrator training, master and mentor teachers, teacher performance incentives; expertise in data collection and value-added concepts

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Students in grades 3-8 will score 70% in core subject areas on the STAAR	1. Employ Master Teacher at each project campus	04/01/2014	08/31/2016
		2. Designate Mentor Teachers at each project campus	04/01/2014	08/31/2016
		3. Campus leadership teams analyze student tests	06/01/2014	08/31/2016
		4. Reconfigure daily schedule for teacher collaboration	08/25/2014	08/31/2016
		5. Teachers are proficient in setting, monitoring goals	08/25/2014	08/31/2016
2.	100% of new teachers will receive mentoring & professional dev.	1. Each new teacher will be assigned a mentor	08/25/2014	08/31/2016
		2. Teachers & mentors develop individual growth plans	08/25/2014	08/31/2016
		3. Mentors tailor support to each new teacher	08/25/2014	08/31/2016
		4. Mentors model research-based strategies	08/25/2014	08/31/2016
		5. Mentors & teachers examine student work	08/25/2014	08/31/2016
3.	100% of teachers will participate in evaluation process	1. Teachers will be evaluated four times a year	08/25/2014	08/31/2016
		2. Financial incentives to reward teacher performance	08/25/2014	08/31/2016
		3. A value-added growth model will be developed	08/25/2014	08/31/2016
		4. A school-level achievement growth will be developed	08/25/2014	08/31/2016
		5. Cognitive coaching and self reflection will be added	08/25/2014	08/31/2016
4.	75% of teachers will increase their quality of instruction on evaluation rubric	1. Master/Mentors provide job-embedded training	08/25/2014	08/31/2016
		2. Teachers complete self-assessment	08/25/2014	08/31/2016
		3. Teachers attend weekly cluster meetings	08/25/2014	08/31/2016
		4. Mentors will be available to all teachers	08/25/2014	08/31/2016
		5. Mentors will provide in-classroom instruction	08/25/2014	08/31/2016
5.	100% of new teachers will be recruited from high achieving prep programs	1. Monetary incentives for early hiring	04/01/2014	08/31/2016
		2. Provide incentives for early notification of retirement	04/01/2014	08/31/2016
		3. Provide career pathways for teacher opportunities	04/01/2014	08/31/2016
		4. Additional responsibilities will receive compensation	04/01/2014	08/31/2016
		5.		

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the DLT composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents are responsible for the monitoring and attainment of goals and objectives. The Assistant Superintendent is responsible for overseeing the development and monitoring of campus timelines that include milestones and activities to ensure timely implementation and attainment of the campus goals. The timeline and outcomes are reviewed every 6 weeks with the DLT. Thus, when objectives are not being met, an action plan is developed between the principal, the staff, and the Assistant Superintendent. For this project, the Project Director will act as the liaison between the campus staff, campus administrators, Master and Mentor Teachers and the DLT to ensure ongoing coordination and communications occur in the following manner: 1) Monthly DLT meetings will be held to report on the program's implementation schedule and discuss needs as well as issues and concerns. The EEIP Project Director will monitor the program on a regular basis to ensure that all components are in place, gather feedback, and offer recommendations for improvements. 2) Feedback will be collected on a monthly basis from staff, administrators, teachers, parents, students, and community partners. Campus staff will document specific instructional use of interventions and tutoring, staff development, administrative data collection, analysis, and communication and report the impact and results during DLT meetings. This feedback will be utilized to make modifications in the program for the purpose of improvement and the Project Coordinator will coordinate information gathering for the external evaluator. 3) Weekly postings will be made to the DLT online community created at *Project Share* to access content, collaborate, share resources, monitor implementation checkpoints, and disseminate, and provide support to stakeholders. A link from the CISD's website will be available to disseminate information, document project activities, and report outcomes. The Project Director will provide continual communication via email and memorandums with district and campus administrators, project teachers and school board members to ensure frequent communication and feedback of strengths and weaknesses of the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently CISD has ongoing, existing initiatives that are similar to the planned project. First, CISD has a Mentor Program for teachers new to the teaching profession. A stipend of \$400 per year is paid to Mentor Teachers from district funds. However, the program is loosely structured and only the principal at the campus monitors the system. Release time is very limited for the Mentor to work with the Mentee. Secondly, CISD has identified critical areas of need in which the district has difficulty in recruiting and retaining certified teachers such as Bilingual, Special Education, ESL and mathematics and science teachers. Teachers that are recruited in these critical need areas are paid a stipend (ranges from \$1,500 to \$3,000 each year) through local funds. Thirdly, teachers are also provided an incentive of \$500 for early retirement/resignation notification. CISD will coordinate efforts to maximize the effectiveness of grant funds and sustain the program by continuing the existing initiatives and continue to pay for the stipends as approved by the CISD Board of Trustees for the Mentor Program as well as pay incentives to teachers who are in critical need areas. Funds that are currently being paid to teachers for incentives (Mentoring Program, critical needs areas, and early notification incentives) from local funds will continue to be awarded to teachers if the district receives the EEIP Grant Program. Grant funds will only increase the current stipends or incentives.

CISD has pledged their commitment to this project's success in several ways. First, the DLT established that at least 85% of the classroom teachers at the two campuses would commit to the EEIP Program. Another very tangible sign of the high level of commitment to and understanding of this project's goals is the level of local funding support committed by the superintendent. The Superintendent has committed the use of facilities, equipment, supplies, classrooms, transportation, utilities, telecommunications and administrative services for teachers, students, and parents at no-cost to the project. Sustainability of the EEIP project will be done with local funds, state funds, and through other grants. The Board of Trustees is committed to the goals of the EEIP project and the continuation of the initiative into the future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Outcome Evaluation: (documentation review; observation; survey)	1.	Student value-added results on STAAR will result in one year's growth
		2.	100% of 1 st year teachers were assigned a mentor from same subject
		3.	100% of mentors/mentees provided 1 hr/wk of release collaboration time
2.	Outcome Evaluation: (documentation; observation; questionnaires)	1.	The attrition rate of teachers assigned a mentor will be less than 10%
		2.	100% of MT & mentors are trained to conduct teacher observations
		3.	75% of core teachers scored proficient on formal evaluation rubric
3.	Outcome Evaluation: (evaluation rubric; documentation; interviews)	1.	For each domain on the evaluation rubric, 75% of teachers increased
		2.	85% of teachers/administrators retained/offered contracts from prior year
		3.	75% of teachers received additional compensation beyond salary schedule
4.	Outcome Evaluation: (evaluation rubric; documentation; interviews)	1.	85% of teachers received differentiated compensation as a result of EEIP
		2.	85% of non-classroom staff received compensation as result of EEIP
		3.	90% of retiring or leaving teachers accepted early notification offer
5.	Outcome Evaluation: (evaluation rubric; documentation; interviews)	1.	5 additional MT and mentor positions added due to EEIP implementation
		2.	Teacher observations with the approved rubric increased to 4 obs. yearly
		3.	Professional development will be done in cluster meetings 1 hr. weekly

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes for collecting data included in the evaluation design is an ongoing process and began with each of the campuses in this project developing a Needs Assessment Summary and Improvement Plan as part of the School Improvement Process. It is the goal to conduct the needs assessment to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing the needs of the entire campus. The DLT worked together to identify specific goals for each campus based on Adequate Yearly Progress. According to the Texas Academic Performance Report (TAPR) 2012-13, 38% of the 556 students at CES (3-5 grades) will need Accelerated Instruction in reading and 50% need Accelerated Instruction in mathematics. At CJHS (grades 6-8) 36% of the 579 students will require Accelerated Instruction in reading while 43% will need the same assistance in mathematics. Among minority students at CJHS, over two-thirds will need acceleration in mathematics. Attendance at both campuses exceeds the state average of 95.9% (CES: 97.3% and at CJHS 96.9%). The following data collected at the campus level: 1) pre-post tests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, MT, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); and 5) percentage of participating students who achieve significant gains on an assessments; 6) number of students with improved performance in assessments; 7) percentage of participating 3-11th grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing (2011-2013). The problems that have been uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, each project campus is able to identify the number and names of children they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data through DMAC and teacher observations from multiple evaluators. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased achievement among all students in their classes. This will directly impact accountability for the program because administrators will have the information and time needed to create differentiated professional development plans for teachers to ensure that they have all the support they need.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities: A core element of CISD's EEIP Program is multiple career paths. CISD encourages good teachers to move into a variety of teaching positions, which includes Career Teachers, Mentor Teachers, and Master Teachers depending on their interests, abilities and accomplishments. Mentor Teachers play an integral role by providing critical support and modeling of teaching practices on an ongoing basis. One role of the Mentor Teacher is to support professional advancement for teachers without the teachers having to "leave the classroom." Mentor Teachers maintain a full class load and are given release time to support the Master Teacher and Career Teacher as they plan and deliver professional growth opportunities for teachers who are either "zero" experience teachers or teachers who need extensive interventions according to their Growth Plan. Mentor Teachers serve on the school leadership team with the administrators and the Master Teacher and accept evaluation/conferencing responsibilities. Mentor teachers support Career Teachers, analyze student data, and assist Career Teachers with their individual growth plans (IGPs). Mentor Teachers are actively involved in enhancing/supporting the teaching experience of Career Teachers. With oversight and support from the Master Teacher, they lead cluster meetings, provide classroom-based follow-up and extensive feedback on the instructional practices of Career Teachers, with input and guidance from the Master Teacher. Specific Responsibilities for Mentor Teachers are:

- Create the school academic achievement plan from the analysis of student data
- Plan and facilitate group meetings during Professional Growth Blocks of time and provide follow-up, with oversight from the Master Teacher
- Team-teach with colleagues, demonstrate model lessons and develop and help implement curriculum
- Observe and provide peer assistance and coaching toward meeting teachers' IGP goals
- Evaluate teacher performance using the instructional evaluation rubric
- Participate in all trainings and become a certified evaluator

There will be a ratio of one Mentor Teacher to every ten (10) Career Teachers, which will allow Mentor Teachers to have the time to work with Career Teachers.

Mentor Selection and Training – CISD currently has a Mentor for all "zero" experience teachers; however, it is a minimal system that meets the state law. Through the grant the process will change to a competitive hiring process with CISD advertising, interviewing, and hiring Mentor Teachers who share instructional leadership with the principal. Mentor teachers will be selected through a performance-based selection process that includes intensive interviews and include conducting model lessons. A hiring committee from the DLT will assist in the hiring process for Mentor Teachers. This committee consists of both campus and district personnel. Mentor Teachers will be expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, Mentor Teachers are required to have a Bachelor's degree in a relevant academic discipline; at least three years of successful teaching as measured by performance evaluations; and demonstrated expertise in content, curriculum development, student learning and data analysis. With CISD's experience with a Mentoring Program, CISD has concluded that teachers who demonstrate these required skills are likely to be able to apply their skill set and are likely to be effective. Research indicates that without mentor support, far too many new teachers will leave the profession within five (5) years (Keller, 2007). A strong mentoring program that combines clearly defined campus-based procedures and a level of district support is one of the most effective methods by which CISD can develop and retain quality teachers and improve student achievement. **Mentor Stipends:** Currently Mentor Teachers for CISD receive a \$400 stipend to Mentor "zero experience" teachers. Mentors report that release time to work with Mentees is often very difficult to schedule. However, through the EEIP Program, Mentor Teachers will accept more responsibility such as an increase in Career Teacher observations and meetings with Career Teachers as well as being a part of the evaluation team for Career Teachers. An additional stipend augmentation of \$2,000 per Mentor Teachers will be paid beginning with the 2014-15 school year (the current \$400 per year will continue to be paid from local funds).

Mentor/mentee meetings: Through the EEIP Program the training for Mentors will be expanded from the current basic program and become more rigorous. Currently Mentor Teachers have attended one district meeting and attended a

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PACT course held annually. Through the EEIP Program, as members of the Campus Leadership team, Mentor Teachers will be required to attend an extensive training (TxBESS) during the summer 2014, before initial EEIP implementation. This initial training includes an overview of the EEIP system, an in depth training on the evaluation process, leadership team, and cluster group meetings. Each leadership team member, including the Mentor Teachers, must attend these initial trainings and then successfully complete a certification test prior to becoming a certified evaluator. TxBESS is designed to provide systemic support for beginning teachers in their first and second years on the job. It is part of a coherent, standards-based system that begins with the state student standards and continues through pre-service preparation, induction, and in-service professional development. Beginning teachers who receive TxBESS support attain greater professional expertise more quickly than unsupported beginning teachers. This support can also lead to higher academic achievement among Texas students. Training is designed to help Teacher Mentors in their role working with new teachers. The three-day training will be contracted through ESC 12 and include:

- Overview of TxBESS
- Qualities of Effective Mentors
- Understanding the Beginning Teacher
- Building the Mentor-Beginning Teacher Partnership
- Introduction to the TxBESS Performance Standards
- Working with TxBESS Performance Standards
- Gathering evidence to help the beginning teacher reflect on his/ her practice
- Using the TxBESS Activity Profile (TAP) as an assessment tool for observing and giving feedback to the beginning teacher
- Developing an action plan for the beginning teacher

The ESC 12 will provide on-going professional development and follow-up during the fall and spring. Topics discussed in the follow-up will focus on: Content Knowledge and Pedagogy; Verbal and Non-Verbal Communication Skills; Attributes and Learning Styles of ELL; Classroom Observation, Instructional, and Assessment Skills Related to Performance of Students; Strategies for Providing Constructive Feedback and Social Support for Students; Problem-Solving Skills; and Formative Assessment and Self-Assessment.

Release time: Mentor Teacher release time will be available for coaching mentees, evaluation, observations, demonstration or model lessons, team teaching and planning cluster meetings. The DLT will ensure that time will be allotted for mentoring. This time may include but is not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and providing time for mentoring during conference days, before and after the school day, and during summer orientation sessions. Mentor Teachers will work an additional 5 days a school year.

Mentee observation opportunities: Mentoring, when done effectively, creates a partnership between two individuals—the Mentor Teacher and the Mentee (Gray & Gray, 2005). One goal of the EEIP Program is to provide support for the Mentee and allow the Mentor Teacher and the Mentee to have an opportunity to meet and discuss/share successes and concerns, and pinpoint areas for improvement. The monthly checklist will provide a beginning dialogue on specific topics for your meetings. Mentor Teachers will be given release time to support the support Mentees, provide professional growth opportunities, support Career Teachers with their IGPs, and support the Master Teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Steps taken in conducting multiple observations for teachers (See Figure 1):

Steps Taken	Description
Orientation	CISD will provide an orientation on the evaluation system at the beginning of each school year. The orientation provides the opportunity for all staff to understand the evaluation process; how they will be evaluated; what they will be evaluated against; and to clarify roles and responsibilities related to teacher evaluation. This will ensure that teachers who are new to the system will have the knowledge they need to actively participate in their own evaluation.
Self-assessment and Goal Setting	Each teacher will complete a self-assessment using the same rubric on which they will be evaluated. This provides teachers the opportunity to reflect on personal performance as it relates directly to the knowledge and skills articulated within the rubrics. The self-assessment is to assist in collaborative professional dialogue with the evaluators and not intended to make final performance judgments.
Pre-evaluation conference	The pre-evaluation conference is intended to ensure that the teacher understands the evaluation process and address any questions or concerns related to their evaluation. In addition this meeting is to review the self-assessment and finalize the performance goals for the current school year.
Data Collection	This step provides the opportunity for the evaluator(s) to collect performance data in and outside the classroom. Data collecting offers the opportunity to provide fair and constructive feedback to the teacher on their performance using a number of data collection methods. Data collection can include but not limited to; formal and informal in-class observations, walkthroughs, review of artifacts and evidence, surveys, and active participation in essential responsibilities, such as PLC's, staff meetings, parent and student conferences.
Mid-Year Conference	Mid-year conferences provide the opportunity for the evaluator(s) and the teacher to meet briefly in order to assess the progress of the teacher's performance in relationship to their defined performance goals and the expectations detailed in the CUES Framework Rubrics.
Data Collection	Identical to Data Collection above
Summary Rating	Summary Ratings are to be completed by the evaluator(s) prior to the Final Conference and Goal Setting meeting. The evaluator(s) review the data collected during the school year that has been recorded on the observation rubric form along with the artifacts and evidence presented throughout the evaluation cycle. The evaluator(s) makes final ratings based on the scoring rule and consideration of data, artifacts and evidence collected throughout the evaluation cycle.
Final Conference & Goal Setting	The teacher and their evaluator(s) meet to discuss results from the Summary Rating form. Should the evaluator(s) and the teacher not agree on the final ratings during the end-of-year review, they should determine what additional evidence is needed in order to arrive at the correct rating. A suggested two-week period provides adequate time to collect and summarize any additional artifacts and evidence that would substantiate performance final ratings. Using the element and standard ratings, comments, and artifacts discussed, the teacher and evaluator(s) discuss areas on which to improve. The teacher will begin develop a professional growth plan designed to address any areas in which growth and develop are needed, professional development or training required, and other resources needed to fully implement the professional growth plan in preparation for the subsequent school year.

Identify what observation rubric is used: CISD teachers will be held accountable for high quality classroom instruction through the **Teacher Advancement Program (TAP) Instructional Rubric**. The evaluation process is delivered through an annual evaluation cycle that is supported by short cycle processes of data collection and formative feedback. During the first year of implementation a considerable amount of time is spent in cluster meetings introducing the teaching staff to the indicators in the instructional rubric. Master Teachers will continue to embed the instructional rubric indicators into weekly cluster meetings which provide a solid opportunity for these Master Teachers to model what

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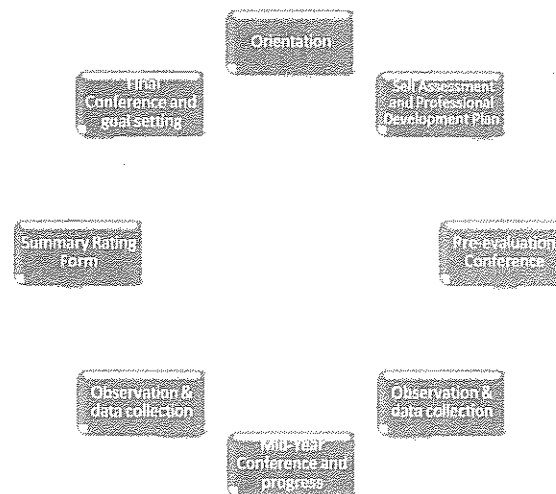
specific indicators look like and sound like in effective classroom teaching. After year one, teachers are evaluated four times during the school year (one announced and three unannounced).

Who is trained and deployed to observe teachers: Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey. After the first year of implementation, CISD will require teachers to be evaluated by members of the Campus Leadership Team (principal, assistant principal(s), Master Teacher, and Mentor Teachers) four or more times a year in announced and unannounced classroom observations using the TAP Instructional Rubric. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. The evaluation process is imbedded within a larger scope of professional development for the campus. Evaluators are annually recertified before conducting evaluations.

The goals of both pre-and post-observation meetings: The goal of the pre-observation conference is to provide opportunities for the teacher and the evaluator to review performance goals and discuss the content, expectations, and areas of focus, instructional strategies and outcomes of the upcoming lesson. The pre-evaluation conference also provides the teacher and the evaluator the opportunity to engage in collaborative conversations about teaching and learning. At this meeting the teacher and the evaluator discuss the teacher's self-assessment and the most recent professional development plan. The primary purpose of the pre-evaluation conference allows the teacher and the evaluator to discuss professional teaching practice in relation to the TAP Instructional Rubric.

Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. The evaluation data management system then automatically tracks scores to ensure inter-rater reliability.

Figure 1: The steps of the evaluation process:



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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process-evaluation rubric used: Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey. CISD teachers will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5-point scale. *Multiple observation-based assessments per year will be done* by members of the principal, assistant principal(s), Master Teacher and Mentor Teachers at least four times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. The evaluation process is imbedded within a larger scope of professional development for the campus. Evaluators are annually recertified before conducting evaluations.

The domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations: The *TAP Instructional Rubric* measures teacher effectiveness in four Domains:

- Designing and Planning Instruction -includes three indicators (Instructional Plans, Student Work, and Assessment).
- The Learning Environment- includes four indicators (Expectations, Managing Student Behavior, Environment, and Respectful Culture).
- Instruction - twelve indicators (Standards & Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Learning Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving).
- Responsibilities - include seven indicators (Staff Development, Instructional Supervision, School Responsibilities, Mentoring, Community Involvement, Growing and Developing Professionally, and Reflecting on Teaching).

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. The teacher evaluation produces more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. After all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. Classroom observations scores, classroom student growth scores, and school wide student growth scores are read on a scale of 1 to 5. A score of 3 on the classroom observation component represents proficient teaching. A score of 3 on the student growth measures represents one year's academic growth for students. There is a strong correlation between a teacher's classroom observation score and his/her students' growth scores, which means that a teacher with a higher observation scores is more likely to have students that are gaining more than one year academically.

Who conducts formal evaluations; the timing of formal evaluations: Teachers' classroom practices is evaluated multiple times each year by at least three different trained and certified members (TAP Leadership Team) including the principal, a Master Teacher, and a Mentor Teacher. Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level.

During the instructional post-conference held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from the *TAP Instructional Rubric*. The scores from a teacher's four evaluations combine with a "responsibility score" to make up part

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of his/her opportunity to pull from a bonus pool of money in the performance-based pay element. Administrators are trained in the Performance Appraisal Management System (PAMS), an online data management system in which principals enter teacher evaluation scores and are able to generate specific reports that identify trends in teacher evaluation reports, so that they can plan support for teachers in specific instructional areas within the school. Administrators also use PAMS to monitor for score inflation. Teachers conduct a self-evaluation that is factored into the classroom observation score for that teaching session.

In the first year of implementation the principal, the Master Teacher and Mentor Teachers were trained and certified to conduct teacher evaluations. The training consisted of four days of intensive direct instruction followed by a rigorous certification test with recertification conducted annually. Classroom Career teachers were also prepared for the new evaluation system. During their first year, all teachers spent some of their cluster time studying the instructional rubric and its implications for quality teaching and learning, and every teacher participated in multiple practice evaluations.

Content of Summative Evaluation meetings:

Although a summative conference is preceded by a year of collecting qualitative and quantitative artifacts on the Career Teacher's abilities in the classroom, every Career Teacher's evaluation that is done includes immediate feedback for the teacher and the teacher then use the results to guide their professional development and cluster group work. It is important that Career Teachers understand that improvement in classroom instruction is an ongoing process and evaluations are formative more than summative. After each evaluation, the Career Teacher completes a "self-evaluation" of the lesson. During the instructional post-conference (formative) held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from the *TAP Instructional Rubric*. During conferences with the principal, Master Teacher and Mentor Teachers, Career Teachers have clearly defined the need or problem and have found research-based strategies or techniques for addressing the problem or need, allows teachers the time to develop those strategies and techniques for their classroom, under the guidance of the Master and Mentor teachers. Everything done in cluster meetings each week has a direct application to the classroom and student achievement based on Career Teacher needs. Career Teachers will use the standards they are required to teach while implementing the new learning. Time is used during the cluster meetings for modeling the new skill, with explanations of each aspect, practicing in order to refine the skill, team teaching in order to see the skill as it is implemented, and receiving intensive feedback from colleagues through peer coaching *within the cluster meeting and in the classroom*. As Career Teachers acquire new learning, they will be implementing ongoing student assessments and continually referencing the results to determine each strategy's effectiveness. As Career Teachers begin to apply the new learning in the classroom, there is a need to continue to provide support until the skill is mastered. That support in the classroom comes in the form of demonstration teaching, modeling, practicing, team teaching, and observation, with feedback by Master and Mentor teachers in multiple classroom settings. Master and Mentor teachers also provide release time for career teachers to observe other career teachers who are exemplary in the strategy or technique.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CISD will restructure the schedules at both campuses in the EEIP Program to provide time during the regular school day for groups of teachers to collaborate, analyze student data, meet with Master and Mentor Teachers, and learn new instructional strategies to improve student learning. Ongoing, applied professional growth will take place two or three times per week during the school day within cluster group meetings. The cluster groups are the basic unit for teacher professional growth for all teachers in the EEIP Program. Based on the best available student data, cluster groups are specific, focused and strategy-driven. In order to strengthen teacher instructional capacity and increase student achievement, CISD will ensure that there is time within the school week for Career Teachers to fully participate in cluster group meetings, identify specific student needs based on student work, and develop new strategies into their lessons tailored to each student's need. Accommodations that will allow regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies are:

- Career Teachers within the same grade level/subject area will have a common planning/Cluster Meeting time daily to meet with Master Teachers and Mentor Teachers
- Two substitute teachers will be available at least two times a week to cover classes so that Career Teachers can attend small group or individual meetings with Master and Mentor Teachers
- Group activities such as community service meetings and other types of large group meetings for students are held monthly – during this time Career Teachers who need additional coaching or instruction will be dismissed from these meetings to work with Master or Mentor Teachers

The general purpose of cluster meetings is to systematically implement the school plan at the classroom level. Clusters achieve this goal through the introduction, preparation and continual reinforcement of instructional best practices for classroom use. Student work is consistently referenced to determine the success of these strategies and to identify additional areas of need. Cluster meetings, led by Master and/or Mentor Teachers, during campus leadership team, ensure that all Career Teachers' goals are aligned to the school plan.

As cluster leaders, it is the Master and Mentor Teachers' responsibility to ensure that individual meeting goals/activities connect to the school plan and are supported with follow-up for proper classroom application. The Campus Leadership Team provides cluster group oversight, regularly reviewing each group's goals, activities, outcomes, and follow-up in the classroom. Strategies are selected by Master Teachers based on detailed analyses of student achievement data and are only introduced to Career Teachers in the cluster group after the Masters Teacher has successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After the Master Teacher introduces a new strategy, Career Teachers use the strategy in their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Master and Mentor Teachers follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and Mentor Teachers carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?
- Will one of the "critical attributes" - the essential elements making the strategy successful - be difficult for this teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

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Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the Master or Mentor Teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and Mentor Teachers regularly visit Career Teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, Master or Mentor Teachers often visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too. Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The needs assessment done through the District Leadership Team documented that teachers believe that unless professional development is tailored to individual needs, its maximum benefits cannot be achieved. Teacher surveys found that a professional development model that identifies individual performance objectives for each teacher and structures subsequent professional development sessions to address those objectives is the most beneficial model for teacher learning. Furthermore, teachers went on to state that the workshop approach, in which a district or campus brings in an outside consultant or curriculum expert on a staff-development day to provide a one-time training seminar on a garden-variety pedagogic or subject-area topic was not helpful.

Taking these comments into consideration, CISD campuses in the EEIP Program will re-configure their daily schedule to allow for 50 to 90 minutes of uninterrupted, quality collaborative learning time in grade-alike or subject-alike cluster meetings each week. These meetings will provide teachers the collaborative opportunity to identify specific student needs based on data. Once these broad needs are identified, the focus is narrowed to specific student skills that would support those broad areas of student need. A school goal is established as well as specific cluster cycle goals outlining a timeline for cluster groups to focus on specific areas. Master Teachers find research-based strategies to target those needs, do field testing with students in the building, and then model the strategies for other teachers. Master and Mentor Teachers provide follow-up support to classroom teachers as they implement the strategies and bring back student work to help frame their next steps. Although master teachers are prepared with numerous researched-based, field-tested strategies, it is the student work that dictates the direction the cluster will take. The following steps will plan, provide and facilitate professional development activities and opportunities for teachers:

STEP 1 – The identified need for clusters begins with the campus/school plan. The need is then narrowed toward a more specific focus through the administration of benchmark assessments to determine the scope of individual student needs. The student need will be specific and clearly defined so teachers can identify appropriate activities to achieve growth in student performance.

STEP 2 – This step assumes that through the refinement in the instruction of that the skill or area identified that students will become more successful. There are two reasons for this need. Either the current curriculum/program is not being implemented proficiently or the school may have a hole in the curriculum/program that needs to be filled with supplemental resources. Given this, the new learning in cluster meetings will either be working to perfect the teachers' ability to teach the current curriculum/program, or the development of appropriate new strategies aligned with the student need. To be disseminated in cluster meetings, the Master and Mentor teachers will apply the strategy and show student growth in their own classrooms or in selected teachers' classrooms. In addition, the master/mentor must understand the strategy in depth to properly teach it to the cluster members who in turn use it within their own content areas. This way, teachers are able to skillfully transfer the strategy into their classrooms.

STEP 3 – Everything done in cluster meetings should have a direct application to the classroom and student achievement. Now that teachers have clearly defined the need or problem and have found research-based strategies or techniques for addressing the problem or need, this step allows teachers the time to develop those strategies and techniques for their classroom, under the guidance of the Master and Mentor Teachers. Teachers will use the standards they are required to teach while implementing the new learning. During this step, time is used during the cluster meetings for modeling the new skill, with explanations of each aspect, practicing in order to refine the skill, team teaching in order to see the skill as it is implemented, and receiving intensive feedback from colleagues through peer coaching within the cluster meeting and in the classroom. As teachers acquire new learning, they will be implementing ongoing student assessments and continually referencing the results to determine each strategy's effectiveness.

STEP 4 – As teachers begin to apply the new learning in the classroom, there is a need to continue to provide support until the skill is mastered. That support in the classroom comes in the form of demonstration teaching, modeling, practicing, team teaching, and observation, with feedback by master and mentor teachers in multiple classroom settings.

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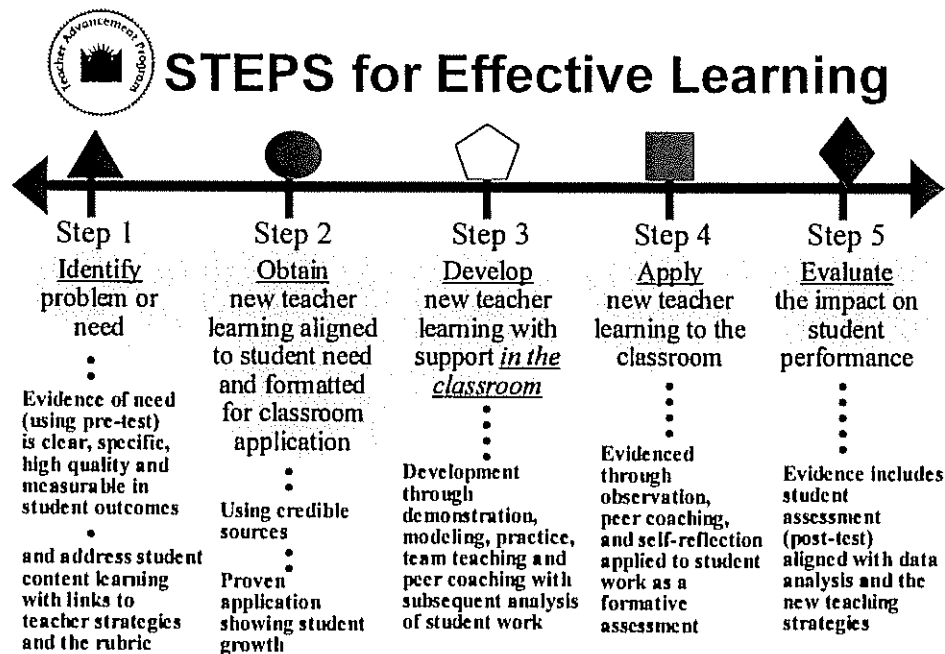
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Master and Mentor Teachers also provide release time for career teachers to observe other career teachers who are exemplary in the strategy or technique. Again, the consistent review of student work should act as a reference point to determine the effectiveness of the strategy or technique.

STEP 5 – This step is closely tied to the beginning Step 1. An aligned post-test is given to track student growth as a result of the Intervention. This data will not be measured in the form of an average but rather by increased proficiency levels of ALL students through examination of each sub-group. Evaluating the impact of new learning implemented in classrooms will also help the cluster group members identify additional problems, needs or areas of further refinement. Therefore, the insights from this evaluation lead directly back to Step 1 and the cycle starts over, either by refining the skill area or by addressing a newly identified problem(s) or need(s). The following figure demonstrates and outlines the steps to facilitate professional development (Kirby, 2009).



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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

During the needs assessment the District Leadership Team agreed that the ultimate goal of maximizing achievement for all students and promoting and supporting effective teachers is the focus of CISD's core beliefs. Although CISD has made an effort to pay Mentor Teacher stipends, signing incentives to hard-to-fill areas, and pay stipends to teachers classified in the critical areas of needs such as mathematics, sciences, and bilingual, there is still a need for teachers to earn performance-based compensation and a need for grant funds to make this a reality. Changes to the global economy call for a more competitive, better prepared and more creative workforce. CISD stakeholders look to the schools to provide students with the experiences, learning and skills to meet the needs of this global economy. Simultaneously school funding has been reduced. CISD, like other districts, are now facing years of cuts in spending and are forced to find ways to improve efficiencies and "do more with less." With this being said, the focus has shifted to performance accountability, data-driven decision making, transparency and continuous improvement in student achievement. Who CISD recruits into teaching and how CISD retains the best teachers are important to all stakeholders. According to a recently released study published by McKinsey and Company in September 2010, only 23 percent of new teachers in the United States come from the top third of their college classes, only 14 percent of new teachers in high-poverty schools come from the top third of their classes, and 47 percent of new teachers come from the lowest third. It is also known that the teacher attrition rate for those early in their career is appallingly high. Recruiting and retaining the best and brightest is critical to maximizing student growth and achievement in CISD.

Structure of Performance-Based Compensation: The system that CISD will implement through the EEIP Program with grant funds rewards Career Teachers, principals, Master and Mentor Teachers and other personnel who demonstrate effectiveness on multiple measures - including instructional evaluations, teacher-level value added scores, and school-level value added scores. The teacher evaluation structure will include four or more classroom evaluations each year by trained and certified observers using research-based instructional quality rubrics. These evaluations result in a Skills, Knowledge, and Responsibilities (SKR) score on a 1-5 scale, with 3 representing proficient performance that still has room for improvement. Instructional assessments determine the largest fraction of bonuses. The scores are averaged over the year for a final SKR score for each teacher. To calculate value-added scores, CISD will outsource data from standardized achievement assessments to a for-profit software and analytics firm. They assess teachers using the TAP Instructional Rubric, a set of clearly defined standards that promote specific teaching practices in each content area. Scores from these assessments determine whether teachers qualify for the performance awards

CISD will change the current system by providing additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. Although base salaries will remain the same (according to the Board of Trustee adopted Salary Schedule), salary addendums are given to Master and Mentor Teachers because these teachers take on more responsibility and share instructional leadership with the principal. Additionally, all teachers in the two EEIP Program schools will be eligible for financial awards from a pool of money created specifically to reward teachers for their classroom teaching performance and student growth. This pool of money will be approximately \$2000 per teacher. Teachers are able to draw from this pool of money based on:

- The average scores they earn on the four evaluations of their classroom teaching performance (50%).
- Their students' classroom level achievement growth using a value-added model (30%).
- School-level achievement growth as measured using a value-added model (20%).

For teachers assigned to grades/subjects not state tested, the opportunity for financial award is based 50% on the four evaluations and 50% on school-wide value-added gains.

Teachers earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. The participating schools and districts will establish a dollar amount per teacher into an annual performance award fund. Performance awards will be based on the weights illustrated in the following chart: 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to

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school achievement gains or student learning objective (SLO) where applicable.

Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior.

CISD will use multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in CISD. Individual performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is the group performance incentive. Based on the results of this experience, and the research from the District Leadership Team, CISD believes the incentives proposed are sufficient to affect behavior in a way that improves educator effectiveness. CISD's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in the two high-need schools. In addition, performance-based incentives, instructionally focused accountability and on-site professional development support the continued improvement in teaching and leadership skills. In this way, CISD can increase the percentage of effective educators through a combination of recruitment and retention.

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a fairly rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the participating schools and districts will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement. Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory and research indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CISD recognizes that an effective teacher is the most important school-based factor impacting student achievement and is committed to ensuring a highly skilled, strongly motivated and competitively compensated teacher for every classroom. Attracting, developing, supporting and retaining high-quality human capital in order to raise achievement levels for all students has been a goal in the CISD District Improvement Plan and a goal of the EEIP District Leadership Team (DLT). Although CISD has made strides in recruiting highly qualified administrators and teachers, providing incentives for "hard to fill" areas of instruction, and developing and implementing a quality Mentoring Program, the funds are simply just not available to provide incentive pay to teachers. The DLT studied the research done by the Southeast Center for Teaching Quality (SCTQ). The SCTQ research has shown how quality teachers will gravitate to hard-to-staff schools with strong, effective principals, and where teachers are able to work with likeminded, supportive colleagues. SCTQ also found that successful teachers in hard-to-staff schools must have sufficient knowledge and skills to help students learn in their school, and to do so, they expect teachers to serve as leaders and mentors. The DLT also studied Darling-Hammond and Sykes (2003) whose studies linked teacher scores on tests of academic and verbal ability to student achievement and a wide range of other research to reveal that teacher certification does matter for student achievement (Betts, Rueben, & Dannenberg, 2000; Fuller, 2000; Goe, 2002).

CISD has a recruiting and hiring process in place that has shown to be somewhat effective in hiring quality teachers. However, the antidotal evidence shows that the "best and the brightest" teachers are choosing surrounding districts that pay higher salaries and provide teacher incentive programs. The steps that CISD has taken in the recruitment and hiring process have been:

Step 1: The New Teacher Project, a New York-based organization that works to improve teacher hiring, studied four large urban school districts and found that lengthy hiring processes drove away many candidates (Levin & Quinn, 2003). The four districts received five to seven times more applications than needed to fill open positions, but the authors say as many as 60 percent of the candidates withdrew when the hiring process dragged on into late summer. Levin and Quinn also claim the teachers who pulled their applications were significantly more qualified; they had higher grade point averages and were more than 40 percent more likely than those who were finally hired to have a degree in their teaching field. CISD understands this concept and early recruitment and hiring practices has given CISD somewhat of an edge in finding highly qualified educators. Unfortunately, early recruitment and hiring as at times seemed impossible due to the state and district budget approval process. However, in years where the budget issues are not known from the state, CISD still puts out "feelers" and collects preliminary information about potential recruits so that the district is ready to offer the position to a strong recruit when the position does become final. It is the goal of CISD to finish all hiring by May 1, and no later than June 1. To reach that goal, CISD takes the following steps:

- Ensure that all teachers give early notification of resignations. CISD has not offered incentives for early retirements or resignations of the teaching staff; however, with the EEIP grant, CISD will offer these incentives beginning in November through March of the school year. The "early notification" process will provide incentives on a scale (more incentive funds will be provided to employees who give notice the earlier in the year with the amount decreasing as the months go by) to current employees.
- Work with principals and teachers to get transfers and hiring can be done more quickly.
- Create earlier and more predictable budgets.
- Work with the human resources departments to establish greater efficiency such as getting the word out about job openings, rather than waiting for potential applicants to apply has long been a policy with CISD. Contacting local colleges and universities
- Advertise in local newspapers, radio, and television
- Attending job fairs at colleges, ESC 12 and holding a local job fair
- Utilize teacher Websites (e.g., the Council for Exceptional Children)

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- Use technology (e.g., social media sites, virtual job fairs, electronic bulletin boards)

Step 2: While CISD uses effective recruiting and hiring procedures to identify the best possible teachers and provide a good match between the applicants' areas of expertise and certification to the teaching fields available, a more research-based method will be implemented. CISD administrators and Human Resource specialists will attend training on a chosen model of recruitment such as Gallup's research-based approach to hiring and developing educators. CISD will work with experts in the field to learn how to capitalize on each educator's unique talents, enabling them to take a proactive approach to managing their institutions.

Step 3: Continue the decentralized hiring practices in place now by allowing principals and Campus Leadership Teams to hire teachers after an initial screening at the district level. However, continued training needs to be done with the Campus Leadership Teams in interview techniques and the hiring process. However, in this process, candidates and the school staff have an opportunity to interact and provide both the school staff and the teacher candidate with more knowledge about each other.

Step 4: Train principals and leadership teams on the interview process and how to elicit the information that is based in research about successful teachers.

Step 5: The EEIP District Leadership Team will identify four-year institutions of higher education and alternative education programs that produce quality teachers and seek to establish a collaborative partnership program with these programs to recruit new teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A core element of CISD's EEIP Program will be career pathways that will provide teachers with the opportunities for advancement through additional responsibilities. Good teachers will move into a variety of positions - Master Teachers, Mentor Teachers, and Career Teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay

Master Teachers will not carry a classroom teaching assignment but put in a large amount of teaching time through modeling and team teaching with Career Teachers. They share in the evaluation/conferencing responsibilities of the school leadership team. Master Teachers are also responsible for supporting the principal in guiding the leadership team in the disaggregating of data and outlining the school's focus for improvement. They specifically locate research-based instructional strategies that target the identified areas of student need, field test those strategies with students within the building, and then model those strategies for Career and Mentor Teachers during weekly grade-alike or subject-alike professional development sessions called "cluster meetings." The Master Teachers, along with mentor teachers, provide follow-up and support to classroom teachers in the form of observation with feedback, team teaching, modeling, etc., as the teachers are implementing new instructional strategies. Master Teachers also guide career and mentor teachers in the development of an Individual Growth Plan (IGP). The IGP is a record-keeping log to support teachers in their own professional growth and to ensure that growth in classroom practice connects to measurable increases in student achievement. There will be one Master Teacher at each campus in the EEIP Project.

Mentor Teachers maintain a full class load and are given release time to support the Master Teachers as they plan and deliver professional growth opportunities for teachers throughout the building. They serve on the school leadership team with the administrators and Master Teachers and accept evaluation/conferencing responsibilities. Mentor teachers support career teachers with their individual growth plans (IGPs). CISD will have a ratio of one Mentor to 11 Career teachers.

Master and Mentor positions will be advertised within the school, outside the school, within the district, and also across the state. Master and Mentor teachers will sign a contract addendum outlining their roles/responsibilities, additional workdays and salary augmentations. Master Teachers receive an additional augmentation of \$10,000 and Mentors will receive an additional augmentation of \$2000 plus five days added to their contract.

Career Teachers are regular classroom teachers. These teachers may be new to teaching or may have taught for many years. The Career Teachers will participate fully in cluster group meetings, are evaluated by the principal, Master Teacher, and Mentor Teacher, and are eligible to receive a performance bonus award each year. After three years of successful teaching experience, Career Teachers may apply to fill open mentor teacher positions and may apply to fill open Master Teacher positions after five years of successful teaching experience.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The challenges facing the implementation of a local educator excellence innovation plan without grant funds would be insurmountable. Because the EEIP was of such importance and urgency to The District Leadership Team, the committee initially outlined challenges that they anticipated with the EEIP Program and then discussed the possibility of funding the program without EEIP funds. Although CISD has worked diligently toward providing many of the programs outlined in the EEIP, progress has been slow and incomplete. The following is a summary of the challenges the DLT anticipated:

	Challenges of EEIP	Description of Challenges of EEIP Program Without Grant Funds
1.	District funds	CISD does not have the funds to implement this program due to a loss of state revenue, decrease in the district tax base, and rising costs for salaries, health care, transportation, and state mandates.
2.	Strategic Compensation and Retention	CISD does not have the funds, the expertise, and the available employees to create and deploy an innovative compensation plan that has the components needed to recruit and retain effective teachers
3.	Experience in developing teacher incentive programs	CISD developed and implemented the District Awards for Teaching Excellent (DATE); however, this program was not as comprehensive as the EEIP Program. CISD recognizes a need for expert consultation and monitoring of the EEIP Program by experts in the field of teacher incentive programs.
4.	Developing a teacher evaluation system	Without EEIP funds that will allow CISD to work with experts in the field of teacher evaluation, employees such as Master and Mentor Teachers to conduct multiple observations for teachers, and diagnostic feedback, the implementation of a comprehensive evaluation system will not be possible.
5.	Alignment of professional development with measures of teacher performance	Effective professional development aligns instructional strategies and targeted identified areas of student need and meshes the two. This can only be done effectively on a routine "as needed" basis from grade-like or subject-like professional development delivered from Master or Mentor Teachers. Without the Multiple Career Path element of the EEIP grant, staff development in CISD will continue in the traditional workshop method.
6.	Expertise in scaling up the current district Mentoring Program	The current Mentoring Program meets state requirements but needs some revisions. Without additional funding and expertise in the areas of mentoring, the program will continue in its original state.
7.	Expertise in Career Pathways development	Without funding and expert assistance, advancement for teachers in the district will be restricted to administrative advancements which will pull talented teachers out of the classroom/teaching environment
8.	Recruiting teachers from ranks of high achieving educator preparation programs	Currently CISD does not provide incentives that are needed to recruit new teachers from high performing educator preparation programs and colleges such as early notification incentives for teachers retiring and resigning at the end of the school year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Steps for Recruitment & Hiring of Teachers in EEIP Plan	Dates
Adopt early hiring practices such as "early notification" incentives to retiring & resigning teachers	April 2014
Form partnership between CISD & high performing educator preparation programs & colleges	Ongoing
Advertise Teacher Mentoring Program, Performance-Based Pay, PD & Collaboration; Career Pathways	Ongoing
Steps for Career Pathways EEIP Plan	Dates
Reconfigure staff by identifying number of Master & Mentor teachers needed for EEIP Program; amount of stipends, & if necessary identify the number of needed replacement teachers.	April 2014
Establish a staffing committee to review applications, conduct the selection process and make recommendations for filling each position of Master & Mentor Teachers.	April – June 2014
Inform the faculty of open positions for Master and Mentor teachers and the qualifications.	April 2014
Actively seek candidates for Master/mentor positions within the school, the district and across the state.	April – May 2014
Require each candidate to submit a portfolio & proof of student learning gains.	June 2014
Conduct personal interviews with candidates by multiple interviewers & observe classroom performance/instructional demonstration by candidates using rubric.	May – June 2014
Hire master and mentor teachers; determine additional contract days for Master & Mentor Teachers; Masters and Mentors sign a contract addendum outlining their roles and responsibilities.	July 1, 2014
Steps for Induction and Mentoring EEIP Plan	Dates
Reconfigure the school schedule and determine the day(s) and time, frequency and duration for each cluster group meeting. Assign each master and mentor teacher to a cluster group of Career teachers. Establish 1-2 hours of pupil-free time a week (not cluster time) for mentors to fulfill their responsibilities.	July-August 2014
Assign mentors to specific career teachers. Establish cluster groups (grade-alike or subject-alike) — assign each master teacher to a specific group of career and mentor teachers. All master, mentor and career teachers assigned to the same cluster group have classroom release time together.	July-August 2014
Steps for Professional Development & Collaboration EEIP Plan	Dates
Schedule dates for the principal, master and mentor teachers to participate in trainings	July 2014
Following evaluation rubric training, ensure team members' observations/conferencing skills are expert.	Ongoing
Establish weekly meeting schedule for the principal, master and mentor teachers.	Ongoing
Analyze student achievement data and set school-wide and cluster groups' student achievement goals	Ongoing
Review teacher IGP goals, activities, outcomes to ensure goals are aligned with school goals	Ongoing
Steps for Evaluation (Instructionally Focused Accountability) in EEIP Plan	Dates
Principals, Mentor & Master Teachers attend teacher evaluation certification & become certified	June/July 2014
Team analyzes student test results to develop a school cluster plan	July 2014
Two-day campus startup workshop (leadership team leads) for Career Teachers	August 2014
During Year 1, 2 practice evaluations per teacher will be complete for all teachers; 4 in Year 2	14-15 school year
Steps for Performance-Based Compensation & Retention in EEIP Plan	Dates
Establish a bonus award pool of funds for teacher performance awards and explain system to staff	August 2014
Apply a value-added system to the current state assessment data to calculate additional compensation	Ongoing
Recommend performance awards for teachers and staff to Superintendent based on award allocation	August '15 & '16

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Leadership Team for the EEIP Program was composed of teachers from each of the participating campuses; therefore, teachers had knowledge of the proposed program during the first semester 2013. Once the decision to offer participation in the grant program to the identified campuses was made, the Superintendent and members of the DLT met with the total staff at each of the participating campuses. An overview of the program was presented and a decision to participate in the EEIP was decided through a show of hands of the entire teaching staff. The DLT had decided that at least 85% of the teaching staff at a campus must be in favor of the program before the district would proceed with the EEIP grant application.

General Parameters of the Plan include:

- Good teachers will be able to move into a variety of teaching positions depending on their interests, abilities and accomplishments such as Master or Mentor Teachers (Career Pathways).
- Recruiting & hiring practices will be changed to provide "early notification" incentives to retiring & resigning teachers which will allow the district to hire and train new staff earlier
- Campuses will reconfigure their daily schedules to allow for 50 to 90 minutes of uninterrupted, quality collaborative learning time in grade-like or subject-alike groups called cluster meetings each week.
- During Year 1 a considerable amount of time will be spent with the Master & Mentor Teachers introducing the teaching staff to the Instructional Rubric. This will provide a solid opportunity for Master & Mentor Teachers to model what specific indicators look like and sound like in effective classroom teachers. "Practice" evaluations will be completed during the first year of implementation.
- The current system for providing additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students will be changed to a performance-based compensation system.
- Staff Development will be done on a more individualized basis with the Master & Mentor Teachers providing classroom follow-up to support teachers as they implement the strategies that are targeted to specific student needs.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The participation in the EEIP will be through 3 high need campuses in CISD, Raye-Allen Elementary, Hector P Garcia Elementary, and Lamar Middle School:

Campus Demographics	Connally Elementary School	Connally Junior High School
Campus enrollment	178	144
Teaching staff on campus	32.9	35
African American %	20.8%	25.7%
Hispanic %	50%	47.9%
White %	27%	20.8%
Asian%	0	0
Economically Disadv. %	85.4%	81.3%
ELL %	20.2%	2.8%
Discipline Placements	2.5%	4.1%
Attendance Rate	98.1%	97.5%
TAKS Met 2011 Standard (all tests)	64.5%	58.3%
TAKS Commended 2011 (all tests)	6.3%	9.1%

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